**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: **\_Stories of the Earth and Sky\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** TIME FRAME**: \_Fourth Six Weeks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** GRADE: **Fourth Grade**

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| |  | | --- | | **Unit Summary and Rationale:** | | This four-week unit pairs Native American stories and age-old myths with informational text about the earth and sky. |   Class discussion will focus on how the informational text helps us appreciate literature and how authors use artistic license to create a good story. | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.  X Students will demonstrate independence.   Students will value evidence.  X Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.  X Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.  X Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.  **RL4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  **RL4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  **RL.4.9:**Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  **RI.4.7:**Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | | |  | | --- | | **Writing** |   **W4.2a -** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections: include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **W4.2b -** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  **W4.2c -** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).  **W4.2d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.  **W4.2e** - Provide a concluding statement or section related to the information or explanation presented.  **W.4.3:**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |  | | --- | | **Speaking and Listening** |   **SL.4.4:**Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  **SL4.5** – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  **SL4.6** – Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | |  | | --- | | **Language** |   **L4.1e -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.  **L4.1f -** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  **L4.3a**- Choose words and phrases to convey ideas precisely.\*  **L4.3b**- Choose punctuation for effect.\*  **L4.3c**- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  **L4.4c** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **L4.6** – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife conservation, and endangered when discussing animal preservation*). |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| **How are the earth and sky portrayed in fiction and nonfiction?**  **How do the motions of Earth and our moon affect our lives?**  **What is culture?**  **Why should we study others’ cultures and what does it teach us?**  **Why were myths important to …(a certain culture)?** | | | **Poetry is a form of artistic expression.**  **Importance of animals in Native American Culture.**  **Myths are invented stories which a culture used to explain why things are, where they came from, and how humans should be.** | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  Choose one of the stories about the earth or sky, such as *Butterfly Eyes and Other Secrets of the Meadow*by Joyce Sidman and Beth Krommes or *A Pride of African Tales* by Donna L. Washington and James Ransome. Compare how the facts we know about the earth and sky are modified in order to make a good story. This is called taking “artistic license.”  Also see reading tasks tied in with the discussion tasks. | **Writing Tasks**  Keep a chart with the categories listed below of the Native American and other stories we’ve read about the earth and sky. As the chart is filled in, we will use the information to talk about what we learned from literature.   * Title and author * Which culture is this story from? * What role does the earth or sky play in this story? (e.g., personified character, setting, etc.) * What is important about the character’s interaction with the earth or sky? * Summary * Theme of the story * What is unique about this story’s portrayal of the earth and/or sky?   Code your book with Post-It note(s), or write your response on a white board or in your journal, before each section of the class chart is filled in  After reading one of these: *Butterfly Eyes and Other Secrets of the Meadow*by Joyce Sidman and Beth Krommes or *A Pride of African Tales* by Donna L. Washington and James Ransome of the stories, write a response to this question in your journal: “Why do you think the author changed some facts and kept others?” | | **Discussion Tasks**  Read and discuss the meaning of the poem “Indian Names” byLydia Howard Huntley Sigourney (or another poem). What is the message of the poem? Locate the rivers from the poem on a map of the United States. Discuss additional names of places whose names may have Native American origins, especially local places, and keep an ongoing list in your journal. Divide the poem into stanzas, and, with a group of three other classmates, perform the poem as a quartet. | | **Language/Vocabulary Tasks**  Examine words that describe the earth and sky. As an individual and as a class, keep an index card file of new words learned in this unit (i.e., astronaut, astronomer, constellation, eclipse, etc.). Keeping the words on index cards will allow you to use and sort the words by spelling feature, root words, prefixes, and suffixes. Find prefixes (astro-) and suffixes (-ologist, -ology) and discuss how the prefixes and suffixes add clues to the part of speech and meaning of the words. Consult reference materials to confirm pronunciations and clarify the meaning of the words and phrases. (Note: This will be an ongoing activity all year long.)In addition, you may be asked to create an individual [semantic map](http://chs.smuhsd.org/learning_community/content_literacy/semantic_word_map.html) of related words in order to help you explore understanding of the interconnectedness of words related to the earth and sky. (L.4.4a,b,c) |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| Teacher-made tests  Using a graphic organizer, compare and contrast how the earth and sky are treated in Native American stories vs. other texts. Use specific details. | | Classscape Assessments  Benchmarks  Teacher-made tests  Class discussions: discuss the meaning and message of a poem used in the lessons/unit. | | Six Weeks Exams  Create an argumentative or opinion based essay discussing which was your favorite story and why. | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  **Literary Texts**  Myths and Legends   * + - *Children of the Earth and Sky: Five Stories About Native American Children* (Stephen Krensky and James Watling)     - *Keepers of the Night: Native American Stories and Nocturnal Activities for Children* (Michael J. Caduto and Joseph Bruchac*)*     - *Coyote Places the Stars* (Harriet Peck Taylor)     - *Star Boy* (Paul Goble)     - *The Girl Who Loved Wild Horses* (Paul Goble)     - *And Still the Turtle Watched* (Sheila MacGill-Callahan)     - *Thirteen Moons on Turtle’s Back* (Joseph Bruchac)     - *The Earth Under Sky Bear’s Feet* (Joseph Bruchac)     - *Keepers of the Earth: Native American Stories and Environmental Activities for Children* (Michael J. Caduto and Joseph Bruchac*)*     - *The Woman Who Outshone the Sun/La mujerquebrillabaaúnmásque el sol* (Alejandro Cruz Martinez and Fernando Olivera)     - *A Pride of African Tales* (Donna L. Washington and James Ransome)     - *How the Stars Fell into the Sky: A Navajo Legend* (JerrieOughton and Lisa Desimini) [easier to read]     - *Ming Lo Moves the Mountain* (Arnold Lobel) (easier)     - *Moon Rope/Un lazo a la luna: A Peruvian Folktale* (Lois Ehlert and Amy Prince) (easier)     - *Moonstick: The Seasons of the Sioux* (Eve Bunting and John Sandford) (easier)   General   * + - *Common Ground: The Water, Earth, And Air We Share*(Molly Bang)     - *Butterfly Eyes and Other Secrets of the Meadow*(Joyce Sidman and Beth Krommes)     - *My Light*(Molly Bang) (easier)     - *Midnight on the Moon* (Magic Tree House Book 8) (Mary Pope Osborne and Sal Murdocca) (easier)     - *Follow the Moon*(Sarah Weeks and Suzanne Duranceau) (easier)     - *Space Explorers* (The Magic School Bus Chapter Book, No. 4) (Eva Moore and Ted Enik) (easier)   **Stories (Read Aloud/Advanced Readers)**   * + - *The Mission Possible Mystery at Space Center Houston* (Real Kids, Real Places) (Carole Marsh) (advanced)     - *They Dance in the Sky: Native American Star Myths* (Jean Guard Monroe and Ray A. Williamson) (advanced)   **Poems**   * + - “Indian Names” (Lydia Howard Huntley Sigourney)     - *A Pizza the Size of the Sun*(Jack Prelutsky)   **Informational Texts**  Native Americans   * + - *The Mound Builders of Ancient North America* (E. Barrie Kavasch) (E)     - *Mounds of Earth and Shell (Native Dwellings)*(Bonnie Shemie)   Space (Review from Grade 3)   * + - *Discovering Mars: The Amazing Story of the Red Planet*(Melvin Berger and Joan Holub) (E)     - *Can You Hear A Shout In Space? Questions and Answers About Space Exploration* (Scholastic Question and Answer) (Melvin Berger) (EA)     - *Space: A Nonfiction Companion to Midnight on the Moon* (Magic Tree House Research Guide, No. 6) (Mary Pope and Wil Osborne and Sal Murdocca)   Earth, Sun, Moon, and Stars   * + - *Earth: Our Planet in Space*(Seymour Simon)     - *Earth* (Scholastic, A True Book) (Elaine Landau)     - *Earth (Picture Reference)* (World Book) (Christine Butler-Taylor)     - *G is for Galaxy* (Janis Campbell, Cathy Collison, and Alan Stacy)     - *Do Stars Have Points?*(Scholastic Question and Answer) (Melvin Berger) (EA)     - *I Wonder Why Stars Twinkle: And Other Questions About Space*(Carole Stott)     - *A Child's Introduction to the Night Sky: The Story of the Stars, Planets, and Constellations--and How You Can Find Them in the Sky*(Michael Driscoll and Meredith Hamilton)     - *Constellations*(Scholastic, True Books: Space) (Diane M. and Paul P. Sipiera)     - *Find the Constellations*(H.A. Rey)     - *Zoo in the Sky: A Book of Animal Constellations*(Jacqueline Mitton and Christina Balit)     - *See the Stars: Your First Guide to the Night Stars*(Ken Croswell)     - *Constellations*(Scholastic, A True Book) (Flora Kim)     - *The Moon* (Seymour Simon)     - *The Moon*(Starting with Space) (Paulette Bourgeois, Cynthia Pratt Nicolson, and Bill Slavin)     - *The Sun*(Seymour Simon)     - *The Sun* (Scholastic, A True Book) (Elaine Landau)     - *The Sun*(Starting with Space) (Paulette Bourgeois and Bill Slavin)     - *Stars*(Scholastic, True Books: Space) (Paul P. Sipiera)     - *The Stars*(Starting with Space) (Cynthia Pratt Nicolson and Bill Slavin) | | | | | |
| **Cross-Curricular Connections:** | | | | | |